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## Action

*General Session*

### Approval of the March 2009 Consent Calendar

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**Executive Summary:** The Executive Director recommends that the Commission approve the March 2009 Consent Calendar. After review, the Commission may approve, or amend and approve the Consent Calendar.

**Recommended Action:** Approve the March 2009 Consent Calendar.

**Presenter:** None

**Strategic Plan Goal: 1**

**Promote educational excellence through the preparation and certification of professional educators**

- ◆ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs

March 2009

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# Consent Calendar

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## Division of Professional Practices

For your approval, the following items have been placed on the Consent Calendar for the March 5, 2009 meeting of the Commission on Teacher Credentialing:

### RECOMMENDATIONS OF THE COMMITTEE OF CREDENTIALS

Education Code section 44244.1 allows the Commission to adopt the recommendation of the Committee of Credentials without further proceedings if the individual does not request an administrative hearing within a specified time.

1. **BAYNE, Kelly L.** Grass Valley, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
2. **COCHRANE, Chloe M.** San Francisco, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
3. **COHEN, Stacie E.** Placentia, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.
4. **CRIADO, Edward F.** Clayton, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44420.
5. **DUPLECHAN, Enoch D.** Sacramento, CA  
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
6. **FINNSSON, Jamie L.** Garden Grove, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.

7. **FLORES, Judith A.** Walnut Creek, CA  
She is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.
8. **FURST, Jeffrey C.** Santa Maria, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421.
9. **HASH, Troy M.** San Ramon, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of seven (7) days** as a result of misconduct pursuant to Education Code section 44420.
10. **IRANI, Peshoton S.** Lincoln, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
11. **MESONES, Stephanie** Goleta, CA  
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
12. **PARK, Michael C.** Long Beach, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days** as a result of misconduct pursuant to Education Code section 44421.
13. **RAMIREZ, Ernest S.** South Pasadena, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
14. **ROONEY, Shannon M.** Chico, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of forty-five (45) days** as a result of misconduct pursuant to Education Code section 44421.
15. **SAFRAN, Paul B.** Camarillo, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of sixty (60) days** as a result of misconduct pursuant to Education Code section 44421.
16. **SASUGA-PALUDI, Tina M.** Redondo Beach, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.

17. **SHERMAN, Jeremy M.** Mission Viejo, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of fourteen (14) days**, effective January 31, 2009 through February 13, 2009, as a result of misconduct pursuant to Education Code section 44421.
18. **WASHINGTON, Robert K. Jr.** Compton, CA  
All pending applications are **denied** as a result of misconduct pursuant to Education Code section 44345.
19. **WIESENDANGER, Lucas V.** San Francisco, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** as a result of misconduct pursuant to Education Code section 44420.
20. **YOUNG, Gerald R.** Modesto, CA  
All certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **suspended for a period of thirty (30) days** and any pending applications are **denied** as a result of misconduct pursuant to Education Code sections 44421 and 44345.
21. **YOUNUS, Malik** Lancaster, CA  
He is the subject of **public reproof** as a result of misconduct pursuant to Education Code section 44421.

### CONSENT DETERMINATIONS

The following consent determinations have been adopted:

22. **ALVARADO, Jeremy** Fresno, CA  
The Consent Determination allows him to **withdraw his application**, and he agrees that any submission of an application before he has obtained relief pursuant to California Penal Code Section 1203.4, will result in the immediate denial of the application as a result of misconduct pursuant to Education Code section 44421.
23. **HOISINGTON, Ardis A.** Visalia, CA  
The Consent Determination stipulates that all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked**; however, the **revocation is stayed**, her certification documents are **suspended for a period of ten (10) days**, after which time she is placed on **probation for a period of five (5) years** as a result of misconduct pursuant to Education Code section 44421.
24. **LOPEZ, Lawrence S.** Whittier, CA  
The Consent Determination stipulates that all certification documents under the jurisdiction of the California Commission on Teacher Credentialing are **revoked**, however, the **revocation is stayed**, and he is placed on **probation for a period of three (3) years** as a result of misconduct pursuant to Education Code section 44421.

## PRIVATE ADMONITIONS

Pursuant to Education Code section 44438, the Committee of Credentials recommends **two (2)** private admonitions for the Commission's approval.

## DECISION AND ORDER

25. **JOHNSON, Penelope L.** San Diego, CA  
In accordance with the default provisions of Government Code section 11520, her certification documents are **revoked**.
26. **THOMPSON, Mark M.** Nevada City, CA  
In accordance with the default provisions of Government Code section 11520, his certification documents are **revoked**.

## PROPOSED DECISIONS

27. **FLANAGAN, Laurie-Ellen** Benicia, CA  
The Administrative Law Judge's Proposed Decision, which reflects the Committee of Credentials' recommendation to **revoke** all credentials, life diplomas or other certification documents under the jurisdiction of the Commission, is adopted.

## REINSTATEMENT OF SELF REVOKED CREDENTIAL

28. **GAYNOR, David S.** Saugus, CA  
Pursuant to Government code section 11522, his application for reinstatement of his Professional Clear Multiple Subject Teaching credential is granted after previously self revoking the credential pursuant to Education Code section 44423, with no known misconduct.

## REQUESTS FOR REVOCATION

The following credentials are revoked pursuant to the written request of the credential holder pursuant to Education Code sections 44423 and 44440.

29. **AMADOR, Bruce M.** Turlock, CA  
Upon his written request, pursuant to Education Code section 44423, his supplemental authorization in Biological Science to his Single Subject Teaching Credential is **revoked**.
30. **BRINKS, Antoinette B.** Sacramento, CA  
Upon her written request, pursuant to Education Code section 44423, her Single Subject Teaching Credential is **revoked**.
31. **CAMPBELL, Sheryl L.** Cardiff, CA  
Upon her written request, pursuant to Education Code section 44423, her Clear Adapted Physical Education Specialist Credential is **revoked**.

32. **CASSIN, Lois J.** San Diego, CA  
Upon her written request, pursuant to Education Code section 44423, her supplementary authorization in Foreign Language (Spanish) to her Life Single Subject Credential is **revoked**.
33. **CLEMENS, Kurt M.** Huntington Beach, CA  
Upon his written request, pursuant to Education Code section 44423, his Resource Specialist Certificate of Competence and Specialist Instruction Credential in Special Education are **revoked**.
34. **GAVIN, Timothy** Gilroy, CA  
Upon his written request, pursuant to Education Code section 44423, his supplementary authorizations in Introductory Mathematics and Introductory English to his Clear Supplementary Authorization to a Teaching Credential are **revoked**.
35. **KASAI, Andrea L.** Granite Bay, CA  
Upon her written request, pursuant to Education Code section 44423, her supplementary authorization in English to her Multiple Subject Teaching Credential is **revoked**.
36. **MULHAIR, Mona S.** Los Gatos, CA  
Upon her written request, pursuant to Education Code section 44423, her supplemental authorization in Spanish to her Single Subject Teaching Credential is **revoked**.
37. **SCHEIDE, Christopher D.** Whitmore, CA  
Upon his written request, pursuant to Education Code section 44423, his supplemental authorization in Geoscience to his Single Subject Teaching Credential is **revoked**.
38. **SHUMAKER, Sonja G.** Chino Hills, CA  
Upon her written request, pursuant to Education Code section 44423, her supplemental authorization in Art to her Single Subject Teaching Credential is **revoked**.
39. **VANMETER, James J.** Riverside, CA  
Upon his written request, pursuant to Education Code section 44423, his supplemental authorization of Geosciences to his Single Subject Teaching Credential is **revoked**.
40. **WALFORD, Andrew L.** San Diego, CA  
Upon his written request, pursuant to Education Code section 44423, his supplemental authorization in Biological Science to his Single Subject Teaching Credential is **revoked**.

## **DIVISION OF PROFESSIONAL PRACTICES**

### **MANDATORY ACTIONS**

All certification documents held by and applications filed by the following individuals were mandatorily revoked or denied pursuant to Education Code sections 44346, 44346.1, 44424, 44425 and 44425.5, which require the California Commission on Teacher Credentialing to mandatorily revoke the credentials held by individuals convicted of specified crimes and to mandatorily deny applications submitted by individuals convicted of specified crimes.

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|----------------------------------|---------------------|
| 41. <b>BARANY, James R.</b>      | Campbell, CA        |
| 42. <b>BELTRAN, Thomas A.</b>    | Los Angeles, CA     |
| 43. <b>CARDWELL, Jeffrey V.</b>  | Diamond Springs, CA |
| 44. <b>HENELY, Colleen P.</b>    | Salinas, CA         |
| 45. <b>IGLESIAS, Veronica L.</b> | Tustin, CA          |
| 46. <b>JENNINGS, Steven C.</b>   | Moreno Valley, CA   |
| 47. <b>MARCUS, Gerald E.</b>     | Newark, CA          |
| 48. <b>McLAUGHLIN, Jack W.</b>   | San Jacinto, CA     |
| 49. <b>NAGURA, Kenta</b>         | Davis, CA           |
| 50. <b>RACZ, John L.</b>         | Valencia, CA        |
| 51. <b>RADNEY, Marie J.</b>      | Placerville, CA     |

#### **AUTOMATIC SUSPENSIONS**

All certification documents held by the following individuals were automatically suspended because a complaint, information or indictment was filed in court alleging each individual committed an offense specified in Education Code section 44940. Their certification documents will remain automatically suspended until the Commission receives notice of entry of judgment pursuant to Education Code section 44940(d) and (e).

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|--------------------------------|-------------------|
| 52. <b>CURIE, Joseph J.</b>    | Palm Desert, CA   |
| 53. <b>ESTRADA, Josef Jr.</b>  | Napa, CA          |
| 54. <b>FERENCI, Raymond H.</b> | Visalia, CA       |
| 55. <b>GLADDEN, Eric C.</b>    | Sacramento, CA    |
| 56. <b>WESTBROOK, Aaron E.</b> | Laguna Niguel, CA |

#### **DISABILITY SUSPENSIONS**

- |                            |               |
|----------------------------|---------------|
| 57. <b>BLARER, Dane N.</b> | Los Banos, CA |
|----------------------------|---------------|
- Pursuant to Education Code section 44336, all certification documents are **suspended** for the duration of the disability, effective February 5, 2009.

## TERMINATION OF AUTOMATIC SUSPENSIONS

Pursuant to Education Code section 44940(d), the automatic suspension of all credentials held by the following individuals is terminated and the matter referred to the Committee of Credentials for review.

58. **BURCHAN, Lonnie D.**

Elk Grove, CA

59. **HERNANDEZ, Gregory R.**

Azusa, CA

## TERMINATION OF PROBATION

60. **MATOSSIAN, Ronald P.**

Alhambra, CA

Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission on December 8, 2006, **the imposition of the seven (7) day suspension is vacated and he is issued a public reproof.**

61. **VASTBINDER, Ivanna M.**

Modesto, CA

Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission on December 8, 2005, **the stay order has been made permanent and her credential is restored.**

62. **ZUNIGA, Anthony D.**

Monterey Park, CA

Having successfully complied with the terms and conditions of probation contained in the Consent Determination and Order, which was adopted by the Commission on October 13, 2005, **the stay order has been made permanent and his credential is restored.**



## **Certification, Assignment and Waivers Division**

### **VALIDATION OF SERVICE RENDERED WITHOUT A CREDENTIAL**

**The service rendered by the following persons is approved  
pursuant to the provisions of the California Education Code, Section 45036**

<b>Name</b>	<b>School District</b>	<b>County</b>	<b>Period of Service</b>
Mariella Bonilla	Anaheim UHSD	Orange	09/04/08-09/25/08
Carolynn D'Arcy	Hueneme SD	Ventura	09/01/08-12/01/08
Michael Erickson	Gridley USD	Butte	01/01/09-01/08/09
Albert George	Liberty Elementary	Tulare	12/02/08-12/19/08
Jon Hogencamp	Anaheim UHSD	Orange	12/01/08-12/15/08
David Jones	Grossmont Union	San Diego	01/01/09-01/22/09
Kathryn Kennedy	Paradise USD	Butte	01/05/09-01/05/09
Daniel Laningham	Anaheim Union HSD	Orange	12/01/08-12/03/08
Norma Medina	Santa Paula	Ventura	02/01/07-02/20/07
Myrlene Pierre	Anaheim City SD	Orange	12/01/08-12/11/08
Mildred Rhoads	Porterville USD	Tulare	01/12/09-01/16/09
Betty Roth	Atwater SD	Merced	01/02/09-01/15/09
Sherry Ruditsky	Ventura COE	Ventura	08/01/07-08/27/07
*James Sather	Ventura USD	Ventura	09/01/07-09/11/07
*Todd Schieferle	Fillmore USD	Ventura	01/02/09-01/05/09
Eric Schneider	Napa Valley	Napa	09/01/08-10/20/08
Sue Thompson	Paradise USD	Butte	01/05/09-01/05/09
Mary Wallen-Monney	Paradise USD	Butte	12/02/08-12/11/08
Kirt Woodman	Paradise USD	Butte	01/05/09-01/05/09

\*Two credentials – Multiple Subject and Administrative Services

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# Program Approval

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Below are six single subject matter programs submitted by institutions of higher education for single subject matter program approval.

## **Background**

The Commission regularly receives recommendations for program approval from single subject matter review panels. These panels of subject matter experts review all program documentation and make an informed determination whether the program meets the standards common to all subject matter programs and also the content specific subject matter standards. The content specific subject matter standards are closely aligned to the K-12 academic content standards. These subject matter programs are usually undergraduate courses of study completed before candidates begin teacher preparation programs. However, the two programs may be completed concurrently.

## **Subject Matter Program Review Procedures**

Following are the general procedures for the review of subject matter programs:

1. Technical Assistance – After the Commission adopts a set of new program standards, Commission staff members provide technical assistance to prospective program sponsors wishing to submit responses to the new standards. Technical assistance materials are provided on the Commission’s website. Staff members train, assign, and coordinate review team work.
2. Preconditions Review – After the program proposal is received, Commission staff review the sponsor’s response to the preconditions. The preconditions are based on both state laws and Commission policies, and address minimum unit and content area requirements. If the preconditions response is incomplete, the sponsor is requested to provide specific information necessary for compliance with the preconditions.
3. Program Review – The program sponsor’s responses to the Commission’s subject matter program standards are reviewed by a team of two or more subject matter educators to determine if the program meets the program standards, including the subject matter requirements (SMRs). The SMRs are the content knowledge required to be covered in the program and are aligned to the K-12 content standards that the candidate will be expected to know. The reviewers are trained in the alignment of the standards and subject matter requirements and in the review process before they are assigned proposals to review. Reviewers are instructed to find explicit evidence that programs not only align with K-12 content standards but also introduce their candidates to those standards within the context of their subject matter studies. The team must reach consensus that each standard is met based upon evidence provided in the document. If the program

does not meet the standards, the sponsor is given an explanation of the findings. The sponsor may then submit the additional information requested. Once reviewers determine that the program proposal provides a convincing and adequate body of evidence to meet the Commission's adopted subject matter program standards, the program is recommended to the Commission for approval.

4. After subject matter program approval is granted by the Commission, the institution may admit candidates to the approved subject matter program. Graduates of a Commission approved single subject matter preparation program meet the Commission's subject matter requirement and are not required to take the subject matter examination (California Subject Examinations for Teachers - CSET).

This report presents six single subject matter programs which have been deemed to have met all of the appropriate *Standards of Quality and Effectiveness for Single Subject Matter Preparation Programs* ([www.ctc.ca.gov/educator-prep/STDS-subject-matter.html](http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html)) by the appropriate review panel and are recommended to the Commission for approval. The six programs are existing programs that have now been aligned to the SB 2042 subject matter standards adopted by the Commission. The six programs brought forward to the Commission at this time are Loyola Marymount University: Art; California State University, Monterey Bay: Mathematics; California State University, San Bernardino: LOTE (Spanish); California State University, Stanislaus: Physical Education; California State University, Fullerton: Music; and California State University, Northridge: Art.

### **Summary Information on the Single Subject Matter Programs**

#### Loyola Marymount University: Art

The Loyola Marymount University Art Education Emphasis - Secondary Teacher Preparation demonstrates the Department of Art and Art History's mission to "provide the curricular flexibility to accommodate the changing technological, intellectual, and aesthetic needs of California students." The purpose of the Art subject matter program is to create sensitive, informed, caring and capable artists who can apply the California academic content standards in a set curriculum, along with using interpersonal and creative tools to teach the visual arts in California schools. The Art subject matter program encourages student learning through the creative and scholarly study that develops competence in the studio arts and a cultural and critical view of art history. The program includes shared curricula with the Animation program, Computer Technology program, and the School of Education. The faculty is equally concerned with the impact and accommodation of new critical, perceptual, sociological, cultural, psychological, and technological concerns within the visual arts genre. Studio Arts courses represent the majority of the program units and reflect subjects commonly taught in California public schools. Based on the State-adopted academic content standards for K-12 students, the Art Education Emphasis - Secondary Teacher Preparation Program candidates will be able to demonstrate:

- An understanding of student learners, child development, artistic development, and the manner in which students differ in their approaches to learning.
- Knowledge of art and design, art and design history, and visual culture.

- An understanding of new technologies for art education, such as e-portfolios and software programs.
- Artistic skills in a variety of 2-D and 3-D art making.
- How to plan art lessons that are challenging, appropriate, and that allow students to think critically and imaginatively.
- Communication and leadership skills that can foster positive classroom learning environments.
- Dispositions of preparedness, reflective thinking, responsive listening, continuous learning, collaboration, and respectfulness. These skills are necessary for working with diverse groups of people, and teaching art in K-12 public school settings with diverse learners.
- Interest in art and a desire to work with young people.

#### California State University, Monterey Bay: Mathematics

The CSU, Monterey Bay Mathematics subject matter program is an essential part of the mathematics department's mission to develop rigorous habits of thought and analytical skills in students, and to prepare students for a career in which critical thinking and symbolic modeling and analysis of processes are a central feature. Candidates will receive broad training in the major areas of mathematics, and guidance in preparing themselves especially for teaching in the K-12 system. Students will gain an appreciation and understanding of the role of mathematics in society, and acquire the skills needed to teach mathematics and to study mathematics independently as a lifelong pursuit and recreation. The program's philosophy, design, and desired outcomes were prepared to be consistent with the State-adopted academic content standards and the curriculum frameworks. The candidate outcomes include the ability to:

- Explain and apply the basic concepts of single and multivariate calculus including the various forms of derivatives, integrals, and differential equations including their interconnections and their uses in analyzing and solving real-world problems.
- Perform operations on sets and use basic mathematical logic to represent and solve both theoretical and applied problems.
- Explain the nature and purpose of axiomatic systems, utilize various methods of mathematical proof, and prove fundamental theorems utilizing various axiomatic systems.
- Design statistical experiments in which students collect, interpret, present, and justify their findings.
- Set up and solve systems of linear equations using various methods.
- Use a variety of algebraic representations to model problem situations based on the theory of and operations with groups, rings, and fields.
- Explain the underlying set, operations, and fundamental axioms that yield the structure of the real number system, applying analytic techniques to real-world problems.
- Solve problems using multiple methods, and analyze and evaluate the efficiency of the different methods, using appropriate technologies.
- Articulate mathematical ideas verbally and in writing, using appropriate terminology suitable to a variety of audiences with differing levels of mathematical knowledge.
- Analyze and evaluate mathematical thinking and strategies of others.
- Use models, charts, graphs, tables, figures, equations, and appropriate technologies to present mathematical ideas and concepts.

- Reason deductively and inductively, formulate and test conjectures, construct counter-examples, make valid arguments, judge the validity of mathematical arguments, and present informal and formal proofs in oral and written formats.
- Investigate ways mathematical topics are interrelated to apply mathematical thinking and modeling to solve problems, illustrating when possible abstract mathematical concepts using applications.
- Recognize how a mathematical model can represent a variety of situations and create a variety of models to represent a single situation that conveys the interconnectedness of mathematics.
- Analyze, compare, and evaluate the appropriateness of technological tools (including computer programming) and their uses in mathematics to learn concepts, explore new theories, conduct investigations, make conjectures, and solve problems.

#### California State University, San Bernardino: LOTE (Spanish)

The CSU, San Bernardino LOTE program philosophy is consistent with the State-adopted academic content standards for K-12 students in California public schools. According to their mission statement, “Through the study of languages, literatures and the arts, the Department of World Languages and Literatures fosters an openness and sensitivity to the variety of world cultures, thus preparing students for participation in a multicultural, multilingual global community.” The LOTE program adheres to the goal of preparing teachers to work effectively with a diverse student population in California schools. To prepare future Spanish teachers for the classroom, the LOTE program “promotes proficiency in languages through the study of practices (traditions, attitudes, histories, and lifestyles), products (achievements, literatures, and the arts) and perspectives of linguistic communities within the U.S. and other countries.”

Candidate outcomes include demonstrating:

- The ability to function at an advanced level in the four language skills of oral comprehension, speaking, reading, and writing Spanish.
- Knowledge of the structure of the Spanish language, including the nature of language, language use, and applied linguistics.
- The capacity to understand and describe literary texts, intellectual movements, genres, writers, and texts from a variety of media.
- The ability to understand the cultures associated with the Spanish language.
- The intellectual tools necessary to analyze literary texts.
- The ability to describe the origin and contemporary role of Hispanic civilization in Spain, Spanish America, and the United States.
- Knowledge of the basic theories of language acquisition and observation of children in early classroom field experiences.
- The capacity to describe the role of current technologies of language instruction in the classroom.

#### California State University, Stanislaus: Physical Education

The Physical Education subject matter program at CSU, Stanislaus is based on the premise that physical education teachers should have the knowledge, background, and psychomotor functions to provide them with the necessary tools to be effective teachers for California’s diverse population. To be well prepared and effective in any aspect of teaching, coaching, supervising, or guiding people in physical activity, candidates will build a broad knowledge of physical

education in the program. The program will promote the development of candidates' personal philosophies and appreciation for activity oriented lifestyles. Consistent with California K-12 content standards, the Physical Education subject matter program will include studies in biology, anatomy, physiology, kinesiology, exercise physiology, motor learning, motor development, the prevention and care of athletic injuries, measurement and evaluation, organizing and administering physical education curricula for public school programs, elementary physical education, adapted physical education, secondary pedagogy, the history and philosophy of physical education, sport psychology, sport sociology, health related fitness, motor skills activity based instruction, and coaching instruction. It is the intent of the program that the student will be well prepared in sound knowledge and an activity-based curriculum that encourages safe, effective strategies for first learning and then teaching physical activities. Candidate outcomes include the ability to:

- Demonstrate knowledge and skills in a broad variety of movement and fitness activities.
- Understand the biological/physical and behavioral bases of movement and the changes that occur across the life span, within diverse populations, and under a variety of environmental conditions.
- Understand the sociocultural and humanistic bases of movement within diverse culture, historical periods, and social settings.
- Understand how motor skills are acquired, how fitness is achieved, and how to maintain these across the life span under a variety of environmental and personal unique conditions.
- Understand the relationship among movement, conditioning/training, well being and skill across the life span and within diverse populations.
- Know how to apply kinesiological knowledge to enhance motor skills and fitness in a variety of populations and conditions.
- Apply critical thinking, writing, reading, oral communication, quantitative and qualitative analysis, and information management skills to movement-related questions.
- Demonstrate the knowledge of the conditions for safety in movement-related contexts across the life span and within diverse populations, and respond appropriately to common injuries occurring during physical activity.
- Be able to use a computer and other technology to support inquiry and professional practice in movement-related field.
- Be able to use and apply kinesiological data collection techniques and measurement theory to assess, analyze, and evaluate human performance.
- Understand the scientific method and other systematic ways of knowing relative to research and scholarship in human movement.
- Demonstrate ability to integrate multidisciplinary knowledge bases of kinesiology in an applied, problem-solving context.
- Be familiar with standards, ethics, and expectations of professional communities related to human movement.
- Be prepared to engage in professionally related community activities.
- Demonstrated additional in-depth knowledge and skills associated with study in any one of the concentrations, specializations, emphases that are associated with a Physical Education degree.

#### California State University, Fullerton: Music

The subject matter program in Music at California State University, Fullerton, is based on a

program philosophy, which emphasizes quality of instruction and full exploration of the elements of the Music curriculum to best prepare prospective teachers of Music, including music history and literature, music theory, and both individual and corporate music performance. All candidates must also become proficient in piano and voice. The candidates acquire a rigorous grounding in sequential music pedagogy and student learning styles through a combination of coursework and field experiences. The program is consistent with and based on the State-adopted academic K-12 content standards for music, and designed to prepare prospective teachers with all elements of the Commission's subject matter requirements. The program is designed to prepare students to be effective teachers of California's diverse student population in all areas of the public school curriculum (band, orchestra, choir, small ensembles, jazz, music appreciation, general music, etc.). Candidate outcomes include:

- Developing aural musicianship skills and aural analysis skills.
- Performing expressively and skillfully on a primary instrument in a variety of musical sequences, using adequate sight-reading skills assessed in applied lessons.
- Analyzing a wide knowledge of music from the Western music tradition as well as music from around the world.
- Responding to, analyzing, and critiquing performances and works of music, including their own.
- Demonstrating the connections and relationships between music and the other arts as well between music and other academic disciplines.
- Demonstrating in-depth knowledge of methodology for general music as well as instrumental and choral ensembles.

#### California State University, Northridge: Art

The purpose, design, and desired outcomes of the Art Education subject matter preparation program at California State University, Northridge (CSUN) are closely aligned with the State-adopted K-12 academic content standards in Art. CSUN's Art Education program philosophy recognizes that visual art is an area of study that encompasses artistic perception, creative expression, historical and cultural context, and aesthetic valuing. Candidates in the program receive a solid preparation in the theories, concepts, and practices of art education and curriculum development in art, along with a strong foundation in the methods and techniques of art in order for them to become successful art teachers. Candidates engage in early field experience where art education students in specific courses visit art classrooms as part of their formal coursework and class assignments. The Art subject matter program is an integral part of the Art Department with direct departmental support provided through student advisement and counseling as well as allocation of curricular and budget resources. Candidates expected to achieve the following learning outcomes:

- Apply the foundations of artistic perception to a variety of art types.
- Apply perceptual skills that heighten response to works of art and the environment.
- Apply creative problem solving skills needed to produce original works of art.
- Create and exhibit artworks using a variety of materials and techniques.
- Develop a breadth of competence in several areas of art production.
- Use expanded forms of expression in digital and electronic media art applications.
- Acquire broad and deep conceptual knowledge of the history and diversity of art and the roles and forms of the visual arts in societies, past and present.
- Develop an understanding of the role of art in one's own culture and the cultures of others.
- Develop research skills, including reading and writing about art and artists.

- Develop the ability to see and respond critically and reflectively to artworks and other visual forms.
- Guide discussions about art based on observation, knowledge, and criteria.
- Connect and apply what is learned in the visual arts to other art disciplines and subject areas.
- Appreciate and value contributions of the visual arts to culture, society and the economy in today's world, through coursework including visual literacy.
- Express a comprehensive knowledge of the history and theories of art education and the role of the arts in human development.
- Develop an exposure to and reflection of visual arts experiences under actual and simulated circumstances, including maintenance, care, and safety of a studio space.
- Establishment of a strong foundation in subject matter knowledge and understanding in visual art that provides a basis for continued professional career development in teaching.

### **Recommendations**

Based upon a determination by reviewers that the following entities have met all relevant standards and requirements, staff recommends Commission approval of the following subject matter programs:

Loyola Marymount University: Art  
 California State University, Monterey Bay: Mathematics  
 California State University, San Bernardino: LOTE (Spanish)  
 California State University, Stanislaus: Physical Education  
 California State University, Fullerton: Music  
 California State University, Northridge: Art